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EDITORS.

Dr. A. D. LORD, Superintendent of Public Instruction, Columbus, Ohio.
H. H. BARNEY, Principal of Cincinnati Central High School.
C. KNOWLTON, A. B., of Cincinnati Central High School.
Dr. JOSEPH RAY, Professor in Woodward College.

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From the Advocate.

The Teacher's Work.

BY JAS. H. FRENCH.

Inglorious, thankless work! the grov'ler cries,
Besetting ill man's restless energies!
In halls scholastic, day on day to toil,
In drear, unheal confinement. Why should he,
The strong of limb, the vigorous of mind,
To drudg'ry unrequite, devote his days
Where wealth, nor fame, nor titled honors, cite
Their followers expectant?

Better far
Unbind his mighty faculties, too long
To servitude enthralled! in eager strife
For popular renown, expand his soul;
The plaudits win, of an obsequious world;
Then take his envied place among her Greats;
Thus endeth toil and wasting care; and he
The disenthralled, no more, the "Pedagogue"
In Fortune's fav'ring sun may bask. No thought
Of school-room toil, his mind shall discompose;
But how his influence to extend, and how
His honors to enjoy.

A moment's pause!
Does he, the teacher once, the grov'ler now,
Thus answer best the end of life? Ah no!
Where now his usefulness? True honors where?
Alas! when in the mad pursuit he joined
For wealth and its fictitious honors sought,
He laid them down! and now he boasts them not!

What is the teacher's work, so 'rest of all
The world calls honor, fame, distinction high!
"Tis nobler far than crowns, dominions broad,
Or all the sum of earthly honors. He,
The teacher, trains th' immortal part! the mind!
God's noblest work! That emanation fair,
From His divinity! Momentous task!
For mortal powers too high! For finite skill
Too intricate. And such the matchless work,
The sordid worldling calls vile service!
Far 'neath the worthless trash for which he toils!
And deems his judgments wise.

Benighted soul!
Mind, sad neglected! thus in lieu, to place
Of mental excellence the strife for gain
And "empty honors"!—True excellence
He knew not. Then let each teacher toil
Unshamed by cold neglect or worldly scorn;
Thy recompense is great: surpassing far
The miser's horde, the kingly crown, or all
Terrestrial gain. 'Tis thine to do the will
Of Him, thy Master! and in His smile divine,
Thou'lt find a rich reward.

Victor, Feb. 2, 1849.

Plain Advice to Country Girls.

You know I said that I could quilt almost as fast as two of you. The reason is, I take care of my hands. One half of you are too proud to do this. You would not be caught putting on a glove to sweep, or hoe, or weed in the garden, because you think it would look as if you wanted

to be fine ladies. If you see any one taking care of her hands, or careful to wear a sun bonnet to preserve her complexion, you say she is "proud and stuck up." But it is you who are proud—too proud to think you require any care to look nice. You have an idea that you look well enough at any rate. So you just make yourself as coarse and rough as ever you can, by way of being independent. Your hands grow as stiff and hard as if you held a plow and swung a scythe; and when you take a needle, you can scarcely feel it in your fingers. This is wrong. There are many things which women ought to do, which require their hands to be soft and pliable, and they should be careful to keep them so, in order to make them useful. Every woman who lives in the country should knit herself a pair of woolen gloves, with long fingers closed at the tops—no mitts, to let the fingers get hard. There should be a piece of ribbed work at the wrist, to make them stay on.

When you use your hoe, rake, or broom, put on your gloves—when you take hold of a skillet, pot, or kettle handle, take a cloth to keep your hands from being seared and hardened. When you wash clothes and dishes, do not have the water so hot as to feel unpleasant. Many girls scald their hands until they can put them into water almost boiling. Such hands are unfit to use a needle or a pin. They are not so good to hold a baby or dress a wound. Take care of your hands, and do not forget your faces. I have seen so many country girls, who, at sixteen, had complexions like alabaster, and at twenty-six their faces would look like a runnet bag that had hung six weeks in a chimney corner. One reason of this is, they do not wear a bonnet to protect them from the sun. Another reason is, the habit they have of baking their faces before a wood fire. I have seen women stand before a great roasting fire, and cook, until I thought their brains were as well stewed as the chickens; and they would get so used to it, they would make no attempt to shield their heads from the heat. Nay, they would sit down in the evening, and bake their faces by the hour; and this is one of the reasons why American women grow old, withered, and wrinkled, fifteen years before their time.

O. Cultivator.

In Turkey, whenever a storekeeper is convicted of telling a lie, his house is painted black, to remain so for one month. If there were such a law in force in this country, what a somber and gloomy appearance some of our cities would present.

Schoolmaster and Pupil.

INTERESTING POLICE TRIAL, before Justice Hooker.—The decision in the case of the *Commonwealth vs. S. M. Cook*, of Cabotville, after a tedious trial of two days, was given during the last week; and, on account of the important interests and principles involved, a somewhat detailed report of the case seems desirable.

Complaint was entered for two alleged assaults on Lewis Winchell, son of the complainant. The fact was not denied by the defendant, but he justified himself on the ground that what he did was done in the proper discharge of his office as teacher of the school of which the lad was a member.

The facts in the case, as appeared in the trial, are substantially as follows:—The boy was directed by the teacher (Mr. C.), to occupy a different seat from that in which he had been accustomed to sit. He refused, and took his old one. The teacher directed him again to take the new seat, and again Winchell refused, and retained the old seat. Defendant then took him by the collar to remove him from the seat, and the boy resisted, seizing hold of the desks nearest him. Teacher drew him to the platform, and, in the struggle, threw the lad upon the floor; whereupon Winchell got up and said, "You won't throw me around so if you are schoolmaster." Mr. Cook again threw him down, when Winchell called defendant a "d—d fool." Defendant then put him into a recitation room, back of the platform, and closed the door. Winchell immediately raised the window and leaped out.

It was alledged by the complainant that defendant hit the boy's head against the wall, and kicked him, as he passed him into the recitation room; but the latter was not substantiated by testimony.

Immediately after escaping from the window, Winchell said to one witness, "Tell Cook from me that he is a *damned fool*; my father will attend to the case."

The next morning, Winchell met Abby Mills (a witness), in the entry of the school building, with a letter from his father; but he allowed her to read only the words, "Mr. Cook." Said "defendant did not hurt him any" the day before—"only made him mad." Said he told C. he did not know where his seat was, and would not take it if he did;—said his father told him not to take it, for the schoolmaster or anybody else,—old Cook would not dare to touch him,—if he did, the old man would be up there and turn him out pretty quick." Witness asked how his father would know he had a whipping? Said he would go and tell him. Witness said, "Mr. C. will not let you." Lewis said, "he would smash through the windows;—guessed they could pay for a pane of glass."

Immediately after, Lewis entered school, and went directly to his old seat. Mr. Cook directed him to take the new one, and the school proceed-

ed as usual, till about a quarter before twelve o'clock, when the exercises were suspended, and the teacher (Mr. C.) addressed the school on several topics relating to proper deportment; spoke of the consequences of resistance to authority, and claimed the prerogative of directing the proceedings of his school, and referred particularly to the necessity, as well as right of the teacher to seat his pupils, so that the interests of the school might be promoted. Spoke of the influence of profane swearing, insubordination, etc.; and thought the offense of Lewis Winchell, in disobeying him, in resisting his authority, and in using profane language, required punishment in presence of the school, as the acts were committed before the school. At the conclusion of his remarks, Mr. C. said that he meant to teach the scholars this lesson, that if any were inclined to do as Winchell had done, and should be guilty of such misconduct, they should not go unpunished.

Defendant then called Lewis to the platform, and told him to hold out his hand. L. said "he should do no such thing." According to Lewis' own testimony, as well as that of other witnesses, he had on a frock coat and an overcoat which came as low as his knees, and a pair of boots which covered a pretty good part of his legs below the knees.

On Lewis refusing to hold out his hand, Mr. C. commenced whipping him with an apple-tree limb, and the boy, with his hands in his overcoat pockets, put his coat down to shield his legs from the blows. Teacher stopped, and asked L. if he would hold out his hand? L. said nothing, but did not do it. Mr. C. said he should whip him till he subdued him. Finally, Lewis said "You have conquered me." Mr. C. asked him if he was sorry for what he had done?—answer, "Yes;" and when asked if he would do so again, replied, "No." Teacher then sent him to his seat.

The number of blows inflicted was stated by various individuals as varying from fifty to one hundred and thirty-two. The boy himself said he counted, "out of curiosity," till he got up to seventy five. Mr. Cowles, teacher of writing, said he heard Lewis say, "Mr. Cook was a G—d d—d fool, and he should not leave till he had told him so." This was said in the entry, just after the punishment.

Lewis returned, during the noontime, to the schoolhouse, and told the boy who had the key that he wanted it, to go in and get his books; and when the boy replied that he had no authority to let him have it, said that he would get in, if he had to smash the windows in. He did get in through a window, by the help of another boy, and carried away his books.

It did not appear, from any testimony, that the boy was disabled, though some marks were visible. One or two physicians testified that they examined the marks, but did not deem the injury

serious, or that any applications were necessary. The boy was not laid up in consequence of the chastisement.

Upon the foregoing facts, the defendant was discharged.

SUBSTANCE OF THE DECISION, AS DRAWN UP BY THE MAGISTRATE.

The complaint is for two alleged assaults on Lewis Winchell, son of the complainant,—one on the 10th, and the other on the 11th of January, 1849. The defendant admits the fact of having applied force to the person of said Winchell, in the instances specified in the complaint, but urges in justification thereof, that he is the teacher in one of the public schools in Chicopee, of which said Winchell was a member; and that the force was so applied in the lawful and necessary discharge of his duty in sustaining his authority in the school, and in correcting said Winchell for offenses committed by him.

The decision of this case rests upon the following principles and considerations:

1st. The schoolmaster is, for the time being, *in loco parentis*,—sustaining a relation to his pupils parallel to that of a father to his children. The power of correction is the same in the one case as in the other. What the parent can do, in the way of discipline, the teacher can do; and *the law ought never to interfere with either, except in extreme cases of wrong-doing.* It is the duty of a teacher, just as it is of the father in a family circle, to maintain good government in the little community over which he presides, and secure proper subordination in all its members. No school can prosper where this end is not attained; disorder and misrule will triumph; and the teacher who fails in this point ought to resign his trust.

2d. While the teacher should aim to secure the above ends by moral influences, by appeals to the reason and better feelings of his pupils, and by punishments of a milder sort, yet the law sanctions a resort to corporeal chastisement, whenever it becomes necessary for maintaining his authority and preserving order in the school. The expediency and necessity of investing the schoolmaster, in *all* cases, with this power, will hardly be denied; yet, in *some* cases of a peculiar kind, the mere existence of the power, known, as it is, to the scholars, will answer every purpose of its actual exercise.

3d. A resort to corporeal punishment, is not only allowed and sanctioned by law, but is made an imperative duty, whenever it becomes necessary for the above purposes. Good behavior is expressly designated by the school law, as one of the objects to be secured by every master of a public school; and no scholar, however vicious and disorderly, can be excluded from school, till every proper mode of discipline and means of reformation have been tried upon him without success. If he is excluded *before this is done*, he is *unlawfully excluded*; and, by a recent statute

of the Commonwealth (Statute of 1845, Chap. 214), may recover damages therefor by an action against the town. But if, after all suitable means have been applied, the pupil remains incorrigible, so as to be a nuisance to the school, he may undoubtedly be suspended or expelled by the town school committee, in the exercise of their general supervisory power. There may be an exception to the above general rule, of those scholars who are of such mature years and growth as to make corporal punishment, in such cases, entirely unsuitable and improper. Exclusion from school is the only remedy in such cases of incorrigible pupils.

4th. A school teacher is amenable to the law, in a criminal prosecution, for punishing a scholar, *only* when he acts *malo animo*,—from vindictive feelings, or under the violent impulses of passion or malevolence. He is not liable for errors of opinion or mistakes of judgment merely; provided he is governed by an honest purpose of heart to promote, by the discipline employed, the highest welfare of the school and the best good of the pupil. The *intent* is the *gist* of the offense, in this as in all other cases; and this is to be gathered from all the circumstances of the transaction—the time, the place, the instrument used, the mode of administering the punishment; whether in anger, or calmly and deliberately, and its proportion, in point of severity, to the heinousness of the offense, together with all the other circumstances and incidents accompanying the transaction.

Sometimes there may arise in the school a sudden outbreak of open rebellion and obstinate resistance to the authority of the teacher, placing him in a peculiarly trying and difficult position before his school, and demanding the most prompt and energetic measures for its suppression. He must decide at once, with no time for reflection, what to do. He is forced into a conflict *before the school*, with one or more of his pupils, and the struggle is for the supremacy. His authority as the master of the school, is at stake; all eyes are upon him, and if he cowers in the least, or yields one iota in the conflict, his government is at an end. In such an emergency *he must conquer or be conquered*; and to secure the triumph of his authority, a more violent exertion of physical power may be necessary, and will be justifiable, than in cases of ordinary disobedience. And if, under the excitement of the occasion, he should do what, on a calm review of the transaction, he should see himself was not the most judicious course, yet, if it is apparent that he was influenced by right motives and feelings in the matter, he will not be held responsible therefor in a criminal proceeding. Such unfortunate occurrences are rare, yet they are sometimes unavoidable.

5th. There is an obvious distinction between a criminal prosecution against a schoolmaster, and a civil suit against him for damages. The

former can be sustained only where his motives were wrong; whereas in the latter he is liable not only for intentional wrong, but also for mere carelessness and negligence in the infliction of punishment, whereby injury results to the scholar who is punished. The liability is the same in this as in other analogous cases. A soldier, for instance, discharges his gun, and wounds a comrade, not intentionally, but through his carelessness. He may be compelled, by suit, to make amends for the injury, but cannot be held liable as a criminal. So the teacher, who exercises his right of correction, though with proper motives, yet in so inadvertent and negligent a manner, as to put out an eye, wound a limb, or inflict other severe bodily injury upon a scholar, could be made to respond in damages for his carelessness, though he would not be amenable as an offender against the Commonwealth.

6th. It will perhaps be objected, that if the positions taken above are sound, then there is no remedy when a schoolmaster is rigorous in his punishments beyond what is reasonable, and injudicious, and rash, in his modes of discipline. To this it may be answered, that public sentiment, always sensitive on this subject, and quite enough in favor of laxity in government, both at home and in the schoolroom, will be an effectual corrective of any tendencies to such extremes. Besides, if any parent feels aggrieved by the discipline exercised upon his child, he can apply for redress to the Town School Committee, who are bound to interpose and remedy the evil, if there is any just ground of complaint, and who also have the power by statute (Statute of 1844, Chap. 32), to remove the teacher whenever they deem it proper, without assigning any reasons therefor,—the whole matter being subject to their entire control and discretion. This is a much better course for the parent to take, both in its bearings upon the good of the child and the interests of the school, than to make an appeal to the law, either in a civil or criminal proceeding.

It is only necessary to make an application of the foregoing principles to the case under consideration, in order to come to a satisfactory result. And, without adverting to the evidence in detail, it is sufficient to state, that, viewing the facts disclosed on the examination in the light of those principles, the justification relied upon by the defendant seems to be fully sustained. The boy, Lewis Winchell, assumed at the outset an attitude of defiance; and, through the whole, manifested a determined spirit of rebellion against the authority of the master, by open and violent acts of resistance, and the most insolent and profane language. The conquest on the *first* day required prompt and decisive action on the part of the master, to sustain his supremacy. The punishment on the *second* day, though marked with some degree of severity, was not disproportioned to the offense, nor continued beyond what was necessary to subdue the boy. It was administered

moreover, in a calm and deliberate manner, and with a suitable instrument, and did not occasion any serious personal injury.

Without presuming to decide the question whether a different course might not have been preferable, in some respects, it is enough that, judging from all the circumstances of the transaction, the defendant appears to have acted from upright and conscientious motives; and according to an honest sense of duty, and, this being the case, he must be discharged.

The Teacher's Advocate.

Pat and the Doctor.

The Spirit of the Times vouches for the truth of the following laughable joke:

"Come, Patrick," said a medical student in one of our city "institutions," to the honest porter therein employed, "as I'm going to treat, step into the corner and take a drop with us."

"Sure, are you in earnest, Doctor dear?"—queried Pat with a grin.

"Certainly, come along."

Pat didn't want coaxing, and he therefore accepted the invitation, and followed the Doctor. Arrived at the public house, the Doctor poured out a half tumbler full of the ruby liquid, and under pretense of adding a "little sugar," he slyly slipped in the contents of a box of cayenne pepper which stood behind the bar. "Drink quick, Pat, for I see Professor B—coming across the square," said the Doctor, stirring the fiery mixture and handing it to Pat, who quaffed it off without taking breath. Scarce had he taken his lips from the tumbler, ere his countenance began to undergo the most ludicrous contortions. "Wather, for sake o'mercy! wather!" gasped he, his mouth raw with the burning draught. Just at this moment, one of the Doctor's friends happened accidentally to walk near the two, and seeing the bottle from which the liquid had been poured, standing on the counter in front of Pat, he exclaimed with an anxious look: "Why Doctor, you didn't let the man drink from that bottle?"

"Yes I did," was the reply. "Then you're a dead man," said the other turning to Pat, "for I prepared the bottle of poison to kill cockroaches, for the barkeeper here."

Pat turned ghastly pale; he gasped for breath; "O murther! I'm dead! run for a doctor! O, I'll be dead before you come back! Howly mother of Moses, why did I taste the dirty brandy! O the poison burns the inside of me! For the love o'heaven, fetch a doctor! I'm dying! Lord have mercy on my soul!" and like exclamations, did poor Pat pour forth with astonishing rapidity.

"What's to be done for the poor man?" said the Doctor. "I'll run and get him a dose of the Tincture of Hokeepokee," said his friend; "it is the only thing that'll save his life,"—and away he went and shortly returned with the Tincture Hokeepokee, as he called it, which was

nothing more or less than a rochelle powder. Almost everybody knows that a rochelle powder is put up in two papers, one blue and the other white, and in taking it, the contents of the blue paper are dissolved in about a gill of pure water in one tumbler, and that of the white paper in another; the two are then poured together, when a lively effervescence takes place, making a foaming and sparkling drink.

Well, two tumblers were arranged, the rochelle powder dissolved in them, and Pat was told to ~~first~~ first one and then the other immediately after it. He followed these directions implicitly, and the result was that the two doses met midway in his throat; the effervescence took place; and for a moment or two he was a perfect living fountain; he literally foamed at the mouth.

The bystanders could keep silent no longer, but gave vent to their feelings in a laugh, long, loud, and hearty. Patrick started off from his persecutors without hat, his hands clasped over his abdominal regions, and his hair streaming in the wind.

The next day, one of the students seeing him, inquired respecting the occurrence. "O, bad luck to that scamp of a doctor," said Pat, "he gave me such red-hot brandy it set my insides afire, and when I drank could wather, it biled over."

Description of the Saviour.

Letter of Publius Lentulus, President of Judea, in the days of the Emperor Tiberius Caesar, to the Senate of Rome, concerning Jesus Christ:

"There appeared in these our days a man of great virtue, named Jesus Christ, who is yet living among us, and of the Gentiles, is accepted as the prophet of truth, but his own disciples call him the Son of God. He raiseth the dead and cureth all manner of diseases; a man of stature somewhat tall and comely, with a reverend countenance, such as the beholders may both love and fear; his hair the color of a chesnut fully ripe, plain to the ears, hence downward it is more orient, curling and waving about his shoulders; in the middle of his head is a seam or partition of his hair, after the manner of the Nazarites; his forehead plain and very delicate; his face without a spot or wrinkle, beautified with a lovely red; his nose and mouth so formed as nothing can be reprehended; his beard thickish, in color like his hair, not very long but forked; his look innocent and mature; his eyes gray, clear, and quick; in reprobation, he is terrible; in admonishing, courteous and fair spoken; pleasant in conversation, mixed with gravity; it cannot be remembered that any have seen him laugh, but many have seen him weep; in proportion of body most excellent; his hands and arms most delectable to behold; in speaking, very temperate, modest, and wise; a man for his singular beauty surpassing the children of men."

 The bones of birds are hollow, and filled with air instead of marrow.

First Violets.

BY SIR BULWER LYTTON.

"Hark! hark! again the tread of bashful feet!
Hark! the boughs rustling round the trysting-place!
Let air again with one dear breath be sweet,

Each fair with one dear face!

"Brief-lived first flowers, first love! the hours steal on,
To prank the world in summer's pomp of hue;
But what shall flaunt beneath a fiercer sun

Worth what we lost in you?

"Oft by a flower, a leaf, in some loved book
We mark the lines that charm us most.—Retrace
Thy life, recall thy loveliest passage;—look,
Dead violets keep the place!"

Keepsake.

From the School Journal.

Notes of Schools.

Dec. — Visited Mr. A's school in town of _____. House old and shabby, good stove and blackboard. Teacher had taught several schools — was confined to text book in recitation, had no faculty to interest the scholars. Scholars studied loud, whispered when they pleased, paid no regard to the teacher when he ordered them to be still and stop whispering. Classes stood very awkwardly and lazily, — some with their hands in their pockets, others with their hands in their mouths, and none looking at the teacher, or manifesting any enthusiasm.

Dec. — Visited Mr. B's school in town of _____. Teacher young, active, sprightly, energetic. Scholars mostly small, behaved well, minded quick, took their places on the floor in good order, "toed the mark," took places in spelling, looked at teacher with sparkling eyes, and spelling remarkably well.

Dec. — Visited Mr. C's school, in town of _____. House large, warm, and convenient. School very still and studious. Several kinds of Geography used. Two classes in Porter's Rhetorical reader, when scholars would learn to read more in Third Reader, or even in the Spelling Book or Primer. Reading dull, monotonous, indistinct, and, though the Reading books were read nearly half through the first two weeks of school, should think the exercise of reading did more harm than good. Writing books appeared well. The class in Arithmetic well. No interest in the class of Geography. Scholars say yes and no to teacher.

Dec. — Visited Miss D's school. School small and backward. Teacher young, inexperienced, not capable of interesting the scholars in their studies, asked the questions in the book and no others. Not a very poor school, or not a very good school.

Jan. — Visited Miss E's school, in town of _____. An experienced teacher, deliberate, self-possessed, decided, pleasant, and cheerful. Scholars quite forward of their age, spoke loud and distinctly, read well, and recited well in Arithmetic, doing and explaining sums on the blackboard. Class in Geography appeared well, recited well and correctly. No whispering or loud studying in school. Teacher said she had

quite a battle to break up whispering, and loud study, and she evidently succeeded. In this school the scholars were respectful to the teacher and visitors. Teacher capable of advancing the scholars more than four times as fast as the last mentioned teacher.

Jan. — Visited Mr. F's school, in town of _____. House small and inconvenient. A good blackboard, poor stove. Mr. F — a good scholar, sprightly and communicative, having many traits of a first rate teacher, but deficient in government. School noisy and disorderly, some scholars learning very well, but most not interested in their studies, whispering, laughing, gazing about the school room, and occasionally looking at their books. In recitation, teacher did not secure attention, sometimes one scholar and sometimes another answering a question, just as it happened; some of the class reciting none at all, and paying no attention to the answers of others. Scholars had the bad habit of spelling words without pronouncing the syllables. Large girls, bold, rude, busy in mimicking, winking, clandestine laughing, and when spoken to by the teacher, laughed him in the face, appearing more like baboons than young ladies.

Jan. — Visited Mr. G's school. Room not swept and very dirty. Teacher prompt, active, made the scholars mind by a word, look, or motion; full of enthusiasm and imparting his enthusiasm to the school. Classes in spelling all life and animation, each scholar watching with eager eyes for the teacher to pronounce the word, when the whole class would pronounce the word in concert, each then spelling his word in course; the teacher occasionally asking the meaning of a word, and the young pupils showing much skill in defining (though they had no definition spelling books). In hearing the younger classes, the teacher was full of animation, manifested by the countenance, gestures, and tones of the voice, in opposition to the dull, monotonous, lifeless manner of too many teachers; the zeal of the scholars constantly rising with that of the teacher, as question after question was put, till it seemed occasionally to explode like electricity, from an over-charged battery.

Jan. — Visited Mr. E's school, in the town of _____. House old, shabby, dirty, inconvenient. Large blackboard. A prompt, energetic teacher, takes great interest in school, secures order, though scholars appear as if they had not been under good discipline formerly, not behaving so well, or reciting so well as such bright scholars would do if they had been under good instruction. A good school now, though, as the teacher remarked, not worth half so much as it would be in a good house.

 A very honest chap in Boston, who wishes to sell his horse, advertises it as follows:

"For sale, a brown horse, with a Roman nose, in good health, and very fond of traveling, having run away four times in one week!"

From Sears' Pictorial Magazine.

The Niger.

The Niger is a large river of central Africa, celebrated for the uncertainty and mystery which prevailed for ages respecting its course and termination, a problem which has been but recently solved. Its source is in western Africa, near that of the river Senegal. In the upper part of its course it is called by the natives the Joliba, and in the lower part is known by the name of the Quorra. The name of the Niger was given to it by Europeans, from the supposition that it was the same river mentioned by Herodotus, Ptolemy, and others. It is doubtful, however, whether its existence was known to the ancient geographers. To the moderns it has been known but very imperfectly. By many it was believed to be a branch of the Nile; by others to lose itself either in a lake, or in the sands of the deserts of Africa. Thus its source, as well as its course, remained in obscurity until the latter part of the 18th century, when an association was formed in Great Britain for the purpose of promoting discovery in Africa. In 1788, this society dispatched John Ledyard, an American by birth, who had been round the world with Capt. Cook, and was a remarkably enterprising traveler. His instructions were to penetrate the interior from Egypt, in search of the Niger. He however, unfortunately, perished in Cairo, in Egypt, the same year. Other fruitless attempts were made by English travelers, proving fatal to themselves, and the course of this river remained in obscurity, no modern traveler having succeeded in reaching its banks. The honor of accomplishing this hazardous enterprise was reserved for the celebrated Mungo Park, a Scotchman, sent out by the association above referred to, in 1795. Landing on the western coast, he penetrated up the river Gambia, which he left, at Medina. Having crossed the Senegal, he arrived soon after, at Jarra, and taking a course southward of east, after great hardships, he at length arrived at the long-sought-for Niger; which he beheld flowing from west to east. From Sego, he continued his journey to Silla along the banks of the Niger, where, finding himself exhausted and destitute, he determined on returning to England, where he arrived in December, 1797.

Park was sent out again, in 1805, by the African association, to pursue his investigation respecting this river, but this second journey terminated fatally. He proceeded with a party to the banks of the Niger, a few miles below Sego, where he accomplished the building a vessel, and embarked with four Europeans, the only survivors of this party, intending to descend the river to its mouth. From accounts afterward received, it appeared that they were attacked by the natives at Boussa, and killed; the boat was lost, and Mr. Park drowned in the river. Various expeditions since sent to Africa, to explore this river, have proved unsuccessful and fatal to the adven-

turers, until 1830 when two young men, Richard Lander and his brother John, were sent out by the British Government (Richard Lander having formerly accompanied Captain Clapperton on a similar expedition). They landed at Badagry, on the west coast of Africa, and proceeded over land to Boussa, on the Niger, whence they ascended to Yaoorie. They then descended the river, and finally reached the sea by a mouth of the Niger, which had been before known as the river Nun, thus having had the honor of deciding a question which had perplexed geographers for ages. The course of the Niger is nearly northeast from its sources to Timbuctoo, soon after which it is believed to turn to the southeast, until it reaches Yaoorie, whence its course varies from southeast to southwest, flowing into the bright of Benin (a part of the gulf of Guinea). It is supposed to have several mouths, although but one is known. Its course has been traced for two thousand miles, a considerable part of which is navigable for steamboats, through a rich and populous country, and its whole length is probably three thousand miles. Cape Formosa, at the mouth of the Nun, is in latitude $4^{\circ} 20'$ north, longitude 6° east.

How do you spell "Turner."

"Mr. Read," said Mr. Turner one day to a friend with whom he had been conversing, "I have just been thinking that your name is about as changeable as any that I know."

"Why how many ways of spelling it are there?"

"Reed, Rede, Reid, Read, Reade, Wrede, Wread—and I don't know how many more—ha! I am glad my name is not Read."

"Not quite so fast," said Mr. R., "you have little to boast of in your own name. I am inclined to think you will find it undergoes as many varieties as my own, if not more."

"Impossible," ejaculated Mr. Turner, "T-u-r-tur, n-e-r, Turner: how otherwise, pray, should you spell it?"

"We shall see," said Mr. R.; "in the first place you may spell it thus—Thurner."

"But on what ground do you use the Th?"

"For the same reason that you have these letters in Thames, Thomas, etc. If the Th represents the sound of T in Thomas, why not in Turner, or rather Thurner?"

"Well, this is but one change; what others can you show me?"

"Oh, several. You are not, perhaps, aware that the sound of u in Tur, and of e in ner, are each represented as in various vowels in our language, as well as by several combinations; thus the u as in Tur, by attorney, our, journey, motion, etc.; and the e as in ner, by medlar, earth; sur, soldier, answer, etc. Thus we may legitimately spell your name, Thornar, Thorner, Thornear, Thornir, Thornier, Thornwer, Thurnar, Thurner, Thurnear, Thurnir, Thurnier, Thurner, Thurnwer, Thornnar, Th—"

"Hold hard," cried Mr. T. in astonishment, "I see you are never going to stop. How many more changes were you going to ring?"

"To tell you the truth," replied Mr. R., "I scarcely knew where to end, for I have not shown you the twentieth part of the changes your name might undergo. Ha! ha! I am glad my name is not Turner."

Self-Training.

The late Sir F. Buxton had great faith in the self-training power of men. He thus expresses himself:—"I am very sure that a young man may be very much what he pleases. In my case it was so. I left school, where I had learnt little or nothing, at the age of fourteen. I spent the next year at home learning to hunt and shoot. Then it was that the prospect of going to College opened upon me. * * * I made my resolutions, and I acted up to them; I gave up all desultory reading—I never looked into a novel—I gave up shooting. During the five years I was in Ireland, I had the liberty of going when I pleased to a capital shooting place. I never went but twice. In short, I considered every hour as precious, and I made everything bend to my determination not to be behind any of my companions; and thus I speedily passed from one species of character to another. I had been a boy fond of pleasure and idleness, reading only books of unprofitable entertainment; I became speedily a youth of steady habits, of application, and irresistible resolution. I soon gained the ground I had lost, and found those things which were difficult and almost impossible to my idleness, easy enough to my industry; and much of my happiness and all my prosperity in life have resulted from the change I made at your age. It all rests with yourself. If you seriously resolve to be energetic and industrious, depend upon it you will, for your whole life, have reason to rejoice that you were wise enough to form and act upon that determination." A reviewer adds: "No man ought to be convinced by anything short of assiduous and long-continued labors, issuing in absolute failure, that he is not meant to do much for the honor of God and the good of mankind."

The Hypocrite.

Some quaint writer runs a parallel between religious hypocrites and frogs, in the following manner:

The Frog by nature is both damp and cold,
Her mouth is large, her belly much will hold;
She sits somewhat ascending, loves to be
Croaking in gardens though unpleasantly.
The Hypocrite is like unto this frog,
As like as is the puppy to the dog.
He is of nature cold, his mouth is wide
To prate, and at true godliness doth,
And though the world is that which he loves,
He mounts his head as if he lived above;
And though he seeks in churches for a croak,
He neither loveth Jesus nor his yoke.

From the New York Tribune.

My Mother.

BY W. W. B.

My Mother, thou art old and feeble now,
And anxious care has furrowed deep thy brow,
Thy locks, once bright, are sprinkled o'er with gray,
The bloom once on thy cheek is washed away
By tears that have so oft overflowed thy eyes,
When hope would mock, and in thy bosom rise
The dawning of despair. Oh! who can tell
The yearnings of thy soul—or break the spell
That binds thee to thy children. Oft, thy knee,
In humble, earnest prayer, is bent for me.
Thou'ret dear to me, my Mother, dearer far
Than life—thy love shall be my guiding star
Through this world's pilgrimage. Oh! who but thee
So tenderly would guard my infancy,
And watch with anxious heart my growing strength
And onward course? And now in years at length
I am a man—thy fervent prayer doth still go up
That I may ne'er be forced to drink the cup,
The bitter cup of sorrow, but that joy
May be my lot. May nothing e'er destroy
Thy fondest hopes of me, my Mother dear,
And may thy breast no more be filled with fear,
But may thy days on earth be calm and bright
With visions of thy future home of light;
And when our lonely pilgrimage is ended here,
And we have bid adieu to earth and fear—
May we with golden harps attuned to love,
Forever dwell with Him who reigns above.

The Law of Kindness Illustrated.

The Philadelphia Inquirer relates the following touching incident of recent occurrence:

Only a few days since, an aged citizen was waited upon by a stranger, who asked to have a few moments' conversation with him in private. The opportunity was afforded with great cheerfulness. The western merchant—for such, in fact, he was—was ushered into the parlor of the Philadelphian, when something like the following conversation took place:

"You seem to have forgotten me, Mr. H.?"

"I have an indistinct recollection of having seen you before, and the tone of your voice is not unfamiliar: but beyond this, my memory fails."

"My name is Charles B.—, and twenty years ago I was an inmate of a Philadelphia prison, of which you was a frequent, a benevolent, a kind-hearted visitor."

"I remember, I remember," said the other, brightening, smiling, and grasping the hand of the stranger; "you look so well, have improved so greatly, that I hope, nay I feel satisfied, that all has gone right with you."

A tear trembled in the eye of the other at so cordial and kindly a recognition; his voice failed for a moment—but then rallying again, he proceeded to tell his story. At the age of fifteen he was a neglected orphan, and with fine talents, a cheerful disposition, and a good heart, he was thrown into the company of the vile and dissolute, in one of the most wretched sections of Philadelphia county. There, in connection with several other lads equally deserted or misled, he committed, was arrested for, and convicted of petty theft.

While in prison he was visited again and again by the Philadelphia philanthropist, who succeeded not only in eradicating the vicious views he had imbibed, but in showing him the folly of vice and the certainty of its punishment, and inspiring him with a determination to act correctly, the moment he should be released. The visitor was satisfied with his sincerity, and gradually took a deep interest in his case. At the expiration of his sentence, he provided him with means, and having stated all the facts in a confidential manner to a friend in the West, obtained him a situation in a flourishing city of that section of the Union. The youth was overwhelmed with gratitude. He had found a friend for the first time in his brief career. His course from that moment was onward. He speedily won the confidence of his employer, on whose death, ten years afterward, he succeeded to a large share in his business.

"I am now," he said, "an equal partner in the reputable house of — & Co., of —, and I have visited Philadelphia not only on business, but with the object of seeking out, and returning my heart-warm acknowledgments to my early, my often-cherished, my often-remembered benefactor."

The old merchant wept with joy at such a reform, and acknowledged that this single incident had repaid him for the hours, and days, and weeks he had devoted, always prayerfully, to the blessed cause of kindness and prison reform.

Bonaparte's Habits.

His partiality for the bath, he mistook for a necessity. He would usually remain in bath two hours, during which time I used to read to him extracts from the journals and pamphlets of the day, for he was anxious to hear and know all that was going on. While in the bath he was continually turning on the warm water, to raise the temperature; so that I was sometimes enveloped in such a dense vapor, that I could not see to read, and was obliged to open the door. Bonaparte was exceedingly temperate, and averse to all excess. His flatterers, probably under the idea that sleep is incompatible with greatness, have evinced an equal disregard of truth in speaking of his night-watching. Bonaparte made others watch, but he himself slept, and slept well. His orders were that I should call him every morning at seven. I was, therefore, the first to enter his chamber; but very frequently, when I awoke him, he would turn himself and say, 'Ah, Bourrienne, let me sleep a little longer.' When there was no very pressing business, I did not disturb him again till eight o'clock. He generally slept seven hours out of the twenty-four, besides taking a short nap in the afternoon.

Among the private instructions which Bonaparte gave me, was one very curious. 'During the night,' said he, 'enter my chamber as seldom as possible. Do not awake me when you have

any good news to communicate: with that there is no hurry: but when you bring me bad news, rouse me instantly, for then there is not a moment to be lost.' This was a wise regulation, and Bonaparte found his advantage in it.

Bourrienne's Memoirs of Napoleon.

Home Education.

Bishop Hopkins, of Vermont, who is a man of sound common sense as well as a good Christian, in one of his recent lectures, made some remarks on the obligation of parents to their children, which deserves to be written in letters of gold. The Bishop argued, and justly, that the parental obligation to educate the child is not transferrable. But in practice, this obligation is too often disregarded. The father pays his quota to the Sabbath and district school, and thinks that in sending his children to partake of the benefits he has purchased for them, his whole duty, so far as their education is concerned, is performed. But, argues the Bishop, will the Almighty accept a contribution of ten or twenty dollars, in the shape of a school tax and church subscription as commutation money for a neglect of a parental duty enforced by Bible precept? We think not; and yet it is a fact that a large proportion of the population of our agricultural districts seem to act upon this principle. There is nothing like home education. The parent is the natural teacher, and parental lessons, whether good or evil, are remembered long after the teachings of every other tutor are faded from the memory. Reading, writing, etc., may be learned at school; but morals and manners are acquired at home.

Correct Speaking.

We advise all young people to acquire in early life the habit of using good language, both speaking and writing, and to abandon as early as possible the use of slang words and phrases. The longer they live the more difficult the acquisition of such language will be; and if the golden age of youth—the proper season for the acquisition of language—be passed in its abuse, the unfortunate victim of neglected education is very probably doomed to talk slang all his life. Money is not necessary to procure this education. Every man has it in his power. He has merely to use the language which he reads, instead of the slang which he hears, to form his taste from the popular speakers, writers, and poets of the country; to treasure up choice phrases in his memory, and habituate himself to their use—avoiding at the same time that pedantic precision and bombast, which bespeaks rather the weakness of a vain ambition, than the polish of an educated mind.

There is no man, however low in rank, who may not materially benefit his financial condition, by following this advice, and cultivating at the same time such morals and manners, as correspond in character with good words.

The Dull Boy.

Some twelve or thirteen years ago, there was in Franklin school an excessively dull boy. One day the teacher wishing to look out a word, took up the lad's dictionary, and opening it, found the blank leaves covered with drawings. He called the boy to him.

"Did you draw these?" said the teacher.

"Yes, sir," said the boy, with a downcast look.

"I do not think it well for boys to draw in their books," said the teacher, "I would rub these out, if I were you; but they are well done. Do you ever take lessons?"

"No, sir," said the boy, his eyes sparkling.

"Well, I think you have a talent for this thing. I should like you to draw me something when you are at leisure at home, and bring it to me. In the meantime see how well you can recite your lessons."

The boy felt he was understood. He began to love his teacher. He became animated and fond of his books. He took delight in gratifying his teacher by his faithfulness to his studies—while the teacher took every opportunity to encourage him in his natural desires. The boy became one of the first scholars, and gained the medal before he left the school. After this he became an engraver, laid up money enough to go to Europe, studied the works of the old masters, sent home productions from his own pencil, which found a place in some of the best collections of painting, and is now one of the most promising artists, of his years, in the country. After the boy gained the medal, he sent the teacher a beautiful picture as a token of respect; and I doubt not, this day, he feels that that teacher, by the judicious encouragement he gave to the natural turn of his mind, has had a great moral and spiritual effect on his character.

Interior of the Earth.

A fact of great interest has been proved by the borings for Artesian wells in the suburbs of Paris, namely, that as we go toward the center of the earth, the temperature increases at the rate of about one degree for every fifty feet. That the whole interior portion of the earth, or at least a great part of it, is an igneous ocean of melted rock, agitated by violent winds, though I dare not affirm it, is still rendered highly probable by the phenomena of volcanoes. The facts connected with their eruption have been ascertained and placed beyond a doubt. How then are they to be accounted for? The opinion prevalent some years since, that they are caused by the combustion of immense coal beds, is perfectly puerile, and is entirely abandoned. All the coal in the world would never afford fuel enough for a single capital exhibition of Vesuvius. We must look higher than this; and I have little doubt that the whole rests on the action of electric and galvanic principles which are constantly in operation in the earth.

We know that when certain metals are brought together, a powerful electric action is developed, and a light is produced, superior even in effulgence to the splendor of the sun. Now if a small arrangement produces such results, what may we not expect from the combination of those immense beds of metal to be found in the earth? Here we may have the key to all the grand phenomena of volcanic action. An illustration on a small scale may be seen in an instrument called the theo-electrical battery, made of zinc, bismuth, and antimony, packed in a box and varnished. In this, heat is evolved below, while the top is cold; and here we have the very cause of the volcano, when in the interior a fiery ocean is heaving its surges, while its peak is capped with everlasting snows.—*Prof. Silliman.*

An Incident.

About ten months ago Mr. James M. Spear, upon one of his usual visits to the Police Court one morning, noticed among the prisoners a youth who was poorly clad, and for some cause was weeping. The philanthropist sat down by his side, and the following conversation ensued:

"Why are you here, my son?"

"I am accused of selling newspapers sir without a license."

"Are you guilty?"

"Yes, sir."

"Have you been arrested before?"

"Yes, sir; twice."

"What for?"

"For selling newspapers."

"Why do you persist in doing it?"

"Because I don't know what else to do to get a living."

"Have you a father?"

"No, sir; my father is dead."

"Is your mother living?"

"My mother is a drunkard; she don't take any care of me; I don't know where she is now."

As he uttered these last words the deep waters of the little fellow's soul burst forth afresh, and he expressed his grief aloud.

"Where do you lodge?" continued the philanthropist.

"Near Union street, sir; I pay ninepence a night for my lodging, in advance, and I buy two plates of beans in the course of the day, for which I pay as much more."

"How do you spend your evenings?"

"I walk about the streets, or go into the auction rooms."

"Why don't you sit down in the house where you lodge, by the fire, and read?"

"Because the woman of the house is poor. She has no room for me at her fire."

"Would you like to go into the country and work, if a place could be obtained for you?"

"Yes, sir; I would be glad to go and work for my living. I don't want to stay in Boston; but I have nobody to get a place for me. I don't want to go down to the jail again."

The philanthropist now spoke to the Judge respecting the prisoner. This seemed to worry Mr. Power, the petty tyrant, and clerk of the court, who seems ever ready to throw frozen water upon anything that does not harmonize with the discordant music of his soul. He volunteered to inform Mr. Spear that it would be of no use to try to do anything for that boy, because he had twice been sent to jail for the same thing before, *and it did him no good.*

"That is a good and sufficient reason," was the calm and determined reply of the philanthropist, "why he should not be sent there again."

After some conversation, the Judge reduced the fine to one cent and cost, which the philanthropist paid, and then taking the boy by the hand, they both left the court.

Now for the sequel. Mr. Spear took the boy to his own house, and supplied him with food and clothing, and then obtained a place for him in the country. Last week, the day before Thanksgiving, the grateful boy for the first time came into the city to see his benefactor. He had been steadily at work at the place which Mr. Spear provided for him, and is still at work there, earning nine dollars a month and his board.

Such is the lesson which charity teaches us. We will not moralize upon the evil which would have pursued that boy, had he been left to the *mercy* of the police court, but thank the generosity of him whose only wish is to heal the wounds of woe, and who always

"hath a tear for pity, and a hand
Open as day for melting pity,"
for his noble service in the cause of charity.

Boston Chronotype.

SINGULAR INCIDENT.—An incident transpired a day or two since, says the Baltimore Sun, at the government works at Sollers' Ft. Flats, which was very unusual and thrilling in its character. It appears that for some time past a number of men have been engaged at that place, under the direction of Captain Foster, of the United States Corps of Engineers, in digging a well, and the depth of sixty-seven feet was attained after pretty hard labor with the pick and shovel. One of the workmen, on resuming operations, struck the bottom very hard with a shovel, and immediately a stream of water burst with great violence through the aperture. The poor man, frightened at the dreadful situation, immediately pulled the rope with which he had been lowered, and hallooed to those above to draw him out, which was quickly done, though he received a complete drenching. In less than five minutes' time, the water had risen to within eight feet of the surface.

"You want a flogging, that's what you want," said a parent to an unruly son.

"I know it, dad, but I'll try to get along without it," said the independent brat.

THE SCHOOL FRIEND,
AND OHIO SCHOOL JOURNAL.

CINCINNATI, FEBRUARY 1, 1850.

We respectfully urge the subscribers to the last volume of the late "Ohio School Journal," to forward immediately their subscriptions to the new volume as united with the "School Friend." The names of those whose subscriptions are not received by the 1st of March, will be erased from our list. Our low terms compel us to adhere thus rigidly to the cash system. We trust, however, that we shall not be obliged to part company with any of them. Affording, as we do, a paper twice the size of that they have formerly received, with additional editorial talent, and without enhancing the price, we think they cannot object to our demand for prompt payment. We have printed a large number of the back numbers of Volume IV, that we may supply new subscribers.

THE PUBLISHERS.

Union Schools.

A Union School is one which is formed by the union of two or more small school districts. The plan is admirably adapted to cities and the large towns, or villages; it can also be introduced with great advantage into the more populous rural districts. In some cases, a Union School embraces four departments, or grades of scholars, namely; Primary, Intermediate or Secondary, Grammar, and Central, or High School; in other cases, only the first or last three, or, more rarely, the last two of these departments.

In most instances, but one building is provided for the school; the three, or the four departments, as the case may be, occupying different rooms in it. In some of the cities, and larger towns, or villages, three grades of buildings are provided—one for the Primary, or Primary and Intermediate together—one for the Intermediate and Grammar, or Grammar alone,—and another for the Central, or High School. In Cincinnati there are two grades of school edifices, namely; the Common School houses, in which are convened all the grades of pupils from the Primary to the Grammar School inclusive;—and the Central School building.

In Buffalo, they have, at present, but one building for the four grades: but in Boston, Providence, and some other cities, there are three grades of school edifices.

In the country towns and villages, they seldom have but one building for the accommodation of a Union School, whether it embraces three or four departments. In a few instances, however, where the territory embraced by the Union district is quite extensive, there is an edifice near the geographical center, for the accommodation of the Grammar and High School departments, with small houses, or rooms, for the Primary departments, near the extremes. It may be remarked in this connection, that a school is just as essentially Union in its character, whether each of its departments occupy the same or a different edifice; the only difference being, that in the one case, when the pupils are promoted from one grade to another, they pass also into a different building, instead of a different room merely. In discussing the merits of the Union School system, we shall, therefore, make no distinction on account of this circumstance.

In a recent visit to the Public Schools of Philadelphia, New York, Brooklyn, New Haven, Hartford, Boston, Providence, Albany, Rochester, Buffalo, and some of the larger towns, or villages, in this, as well as other States, the advantages of the Union School system over others, were carefully observed, with a view to discuss its merits, and present its claims at the Annual Meeting of the Ohio State Teachers' Association.

The superior order, arrangements, and discipline of the Union Schools, the more thorough and systematic

instructions, the accuracy and spirit of the recitations, as well as the cheerfulness, animation, neatness, and pleasing deportment of the pupils, confirmed our previous opinions of the admirable adaptation of this system to cities, to the larger villages, and the more thickly-settled rural districts. Before proceeding to specify, in detail, the peculiar advantages of this, over the common *district system*, some of the disadvantages, or evils of the latter, will be mentioned. The subdivision of territory into very small districts, embracing but a small number of inhabitants, draws after it the calamitous consequences of stinted means, and of course cheap schoolhouses, cheap teachers, short sessions, and poor schools. "Under this weakening process," says Mr. Mann, "many of our children have fared like Southern fruits in a Northern clime, where, owing to the coldness of the soil, and shortness of the season, they never more than half ripen. Immature fruits at the close of the year, are not only valueless, but they sometimes breed physical diseases; but such diseases are a blessing compared to those moral distempers which must be engendered, when immature minds, fermenting with unsound principles, are sent forth into the community."

"Such a system," as is very justly remarked by Bishop Potter, "appears to be obnoxious to the most serious objections. It calleth together in one apartment, and under the supervision of but one teacher, children of every age and grade of attainment; and these so divide the labors and distract the attention of their instructor, that a large portion of his energies are wasted." It tends to multiply classes to such an extent that his whole time is frittered away in hearing hurried recitations. No opportunity is afforded for explanations and illustrations; none for indirect collateral and oral instruction; none for pointing out the practical bearings and utility of the subject taught; none for awakening and disciplining the mind of the pupil, by a searching and skilful examination into the amount of his knowledge, and the processes by which he acquires it. Under such a system, the pupil's efforts are reduced to the mere act of remembering, and the teacher's to that of hearing him repeat by rote:—many exercises, admirably adapted to interest and improve small children, are precluded by the presence of large scholars:—the discipline fails in adapting itself with skill and precision to the wants and capacities of those of any particular age, owing to the mixed and heterogeneous character of the school:—many important and practical subjects of study are shut out for the want of time to attend to them:—there can be no regular, systematic, permanent course of study, owing to the shortness of the sessions and the transient character of the teachers:—young children are deprived, when most they need it, of the genial influence of female care and culture, at least during the winter months:—the more respectable and affluent, on account of the low condition of the schools under such a system, are induced, and, in some cases, compelled to send their children to private schools, thus separating in early life those who are destined soon to act together on the great platform of equal rights and privileges:—the standard of instruction is not only deteriorated, but its expensiveness is materially increased, by requiring three or four buildings to be erected and kept in repair, and the same number of fires to be supplied with fuel, when one of each would be sufficient, and three or four teachers,—all males, perhaps,—to be maintained, when a less number, and possessing far higher qualifications, would answer the same ends:—finally, under such a system, there can be no division of labor, which is quite as important in education as in the production of wealth; for we might with as much wisdom require cotton to be picked, corded, spun, woven, bleached, and dressed, by one machine, or by one person, as that children of

teacher, where all are thrown promiscuously together in one room. The inconveniences, defects, and evils of the common *district system*, may be summed up as follows: 1. Insufficient play grounds. 2. Incommodeous and unsightly school houses. 3. Inexperienced, incompetent teachers. 4. Short school sessions. 5. The introduction into a single room, of pupils of different ages, and far different grades of attainment. 6. Great multiplication of classes, and consequently, inefficient recitations. 7. The necessity of omitting many exercises designed to awaken, interest, and improve the minds of the younger pupils. 8. The impossibility of adopting a system of discipline suited to pupils so widely different in age, and other circumstances. 9. The preclusion of important subjects of study, on account of the multiplication of classes. 10. The impracticability of introducing a regular course of study, and a system of exercises adapted to the different ages and grades of attainment. 11. The diminution of female teachers during the winter months, and the consequent removal of very small children from under their kind care and protecting guardianship. 12. The separation of the children of the poor from those of the opulent, thereby giving to the latter the additional advantage of a superior education; for the opulent can send their children abroad to school, and they will do it in most cases, if the schools near home are of an inferior character. 13. The depression of the standard of education, and an increase of its expensiveness. 14. Deprivation of the advantages of gradation, division of labor, and the exciting stimulus consequent upon the hope and desire of promotion, which is far greater in a properly classified Union, than in an ordinary district school, however competent the teacher may be. 15. The dull routine, the mechanical methods, and the repulsive monotony, which banish every thing like enthusiasm for study, ambition of attainments, and a disposition for emulous, noble, resolute, vigorous exertion.

(To be Continued.)

An Exercise upon Adverbs.

The following supposes the pupil to have entered upon the study of the nature and use of adverbs. Common conversation and the newspapers of the day, furnish an incredible number of sentences in which the modifications by the adverbs are grossly inappropriate. It does not seem to have occurred to some writers, that the coupling together of certain verbs and adverbs is as rigidly forbidden by laws of literary criticism as the yoking together of an ox and an ass was by the law of Moses. Were one disposed to collect these slip-shod productions, he would be astonished to find what strange, incongruous, degenerate limps are daily palmed off as the genuine descendants of our fair mother tongue. How common are such ill-compounded expressions as, "She sings grandly," "She plays magnificently," "She dances splendidly," "The rose smells beautifully," etc., etc. To correct, or rather to prevent these improprieties in the use of language, I have found the following exercise a very useful one. It is designed to accomplish two purposes: to secure a wide command of the modifying words and phrases of the language, and to accustom the pupil to distinguish and use those words which exactly embody his ideas. Assign to the class some verb, as, walks, dances, studies, etc., and then ask from each one, some adverb properly modifying it, thus, Dances, *gracefully*, *easily*, *carefully*, *lightly*, *excellently*, *slowly*, *well*, *madly*, *noisily*, *wildly*, *heavily*, *vigorously*, *frantically*, *awkwardly*, *clownishly*, *poorly*, *fantastically*, *actively*, *sluggishly*, *perseveringly*, *sprightly*, *briskly*, *gaily*, *gleefully*, *gently*, *furiously*, *joyously*, *cautiously*, *joyfully*, *firmly*, *proudly*, *clumsily*, *artlessly*, *comically*, *frequently*, *commendably*, *indefatigably*, *modestly*, etc. This exercise is of great value as a preparation for original composition. The slate may be used with great advantage.

A Grammatical Difficulty.

W. R. E. of Nansemond, Va., says, "I find in Murray's key, the following sentence: 'All that makes a figure on the great theater of the world, the employments of the busy, the enterprises of the ambitious, and the exploits of the warlike; the virtues which form the happiness, and the crimes which occasion the miseries of mankind, originate in that silent and secret recess of thought, which is hidden from every human eye.' If this sentence is correct, which I do not intend to question, how should 'All that makes' be parsed, and what is the subject of 'originate'?"

We consider the sentence a properly constructed one. If criticised according to the most rigid canons of the English language, we hardly think judgment can be pronounced against it. The sentence finely commences by presenting at once everything that attracts notice in the great drama of life. It opens upon us like a summer landscape, before the first gleams of morning have rendered any particular object distinguishable. This idea of unity is properly represented by the word "All," an adjective used as a collective noun; as at the beginning of the sentence only unity is expressed or implied, it is of the singular number, and the pronoun of which it is the antecedent, is of course singular. In the progress of the sentence, the word "all" becomes developed, its oneness is lost sight of in the appearance of the parts which compose it. When it has thus lost its singular phase and acquired one of plurality, it comes to the verb "originate," which is necessarily of the plural number. The structure of the sentence requires "all" to perform two duties—no uncommon thing;—first, to open the sentence with all the succeeding ideas presented as a whole, in which it is immediately represented by a singular pronoun; second, to embody these same ideas taken individually, in which it is properly the subject of a plural verb.

If this exposition of the matter be deemed insufficient to account for the different number of the verbs "makes" and "originate," and if it is contended that "all" is equivalent to the expression "everything," and that the several nouns "employments," "enterprises," "exploits," "virtues," and "crimes,"—being merely explanatory terms and in apposition with "all,"—cannot affect the regimen of the leading nominative, or the number of the verb,—it being a general rule of grammar, that the verb or pronoun takes its number from the *principal term*, and not from the *explanatory ones*, however numerous;—the apparent incongruity may be reconciled by another view of the case. From the fact that the author has introduced the conjunction "and" before "exploits," and the semicolon immediately after it, it may be fairly inferred that he intended to present two pictures,—both constituting the subject of "originate";—this construction would make "employments," "enterprises," and "exploits," only the explanatory terms of "all,"—leaving the other

two nouns as something additional, or supplementary. In this case, "makes" would agree with "all," and "originate," with "all," and "virtues" and "crimes" taken conjointly.

On Teaching Arithmetic.—No. 25.

BY JOSEPH RAY, M. D.

Professor of Mathematics in Woodward College.

ADDITION, SUBTRACTION, AND MULTIPLICATION OF COMMON FRACTIONS.

Addition and Subtraction of Fractions are performed on the same principles as the corresponding operations in whole numbers. The first point is to explain to the pupil that we find the sum of two or more fractions having the *same denominator*, just in the same manner that we find the sum of two numbers of the *same denomination*. Thus, if it be required to find the sum of 1-fourth ($\frac{1}{4}$), 2-fourths ($\frac{2}{4}$), and 3-fourths ($\frac{3}{4}$), we add the numerators 1, 2, and 3 together, just as we would add together the numbers 1, 2, and 3, if it were required to find the sum of 1 cent, 2 cents, 3 cents. Similar remarks apply to the subtraction of fractions when they have the *same denominator*.

When fractions having *different denominators* are to be added together, we cannot, in their given forms, add them together, any more than we can find the sum of two or more numbers of *different denominations*, it being self-evident that things must have a *common name*, in order to be incorporated into one sum, and called by that common name. Hence, if fractions have *different denominators*, in order to prepare them for either addition or subtraction, they must be reduced to a *common denominator*.

MULTIPLICATION OF FRACTIONS.—While this is a subject that ought to be well understood, it is one concerning which there is as much want of clear and distinct ideas as any other in Arithmetic. It is not uncommon to find persons long engaged in teaching, who are unable to explain the reason of the different operations. This, in my opinion, is to be traced, in a large degree, to the method employed by some authors, of not distinguishing between operations dependent on different principles; for although all the operations in multiplication of fractions may be embraced under one general rule, yet no person possessing a proper knowledge of the subject, would presume to refer them to one principle.

Let it therefore be distinctly understood, that in order to enable the pupil to understand the subject clearly, it is necessary to distinguish the different cases: these are,

First, *To multiply a fraction by a whole number.*

Second, *To multiply a whole number by a fraction.*

Third, *To multiply a fraction by a fraction.*

With regard to the first case, it may be remarked that the operation of multiplying a fraction by a whole number, merely consists in tak-

ing the fraction as many times as there are units in the multiplier. Thus, to multiply $\frac{1}{4}$ by 3, we must take $\frac{1}{4}$ three times, which gives $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$: from which, and other similar examples that may be given, it is evident that to multiply a fraction by a whole number, we must multiply the numerator by the whole number, and write the result over the denominator. And, since a fraction is multiplied, by dividing its denominator; the same operation may be performed by dividing the denominator of the fraction by the whole number, when it can be done without a remainder, and over the result writing the numer-

ator. In regard to the second case, it may be observed, that to multiply by a whole number, is to take the multiplicand as many times as there are *units* in the multiplier, and that to multiply by a fraction, or *part of a unit*, is to take the multiplicand *part of a time*; that is, to multiply by a fraction, is to take the multiplicand such a part of a time as the multiplier is part of a unit.

Hence, to multiply 9 by $\frac{1}{3}$, is to take $\frac{1}{3}$ of 9, which is 3,—to multiply 9 by $\frac{2}{3}$, is to take $\frac{2}{3}$ of 9 and multiply the result by 2, since $\frac{2}{3}$ are 2 times $\frac{1}{3}$. From this and similar illustrations which any teacher can readily give, it follows that to multiply a whole number by a fraction, we must divide the whole number by the denominator of the fraction, and multiply the quotient by the numerator. Or, since $\frac{1}{3}$ of 9 is $\frac{9}{3}$, and 2 times $\frac{9}{3}$ are $\frac{18}{3} = 6$, the rule may be otherwise expressed thus: Multiply the whole number by the numerator of the fraction, and divide the product by the denominator.

The process of multiplying one fraction by another, is the same as that of reducing a compound fraction to a simple one, which has already been discussed. (See School Friend, No 3, December, 1849.)

Questions

PROPOSED TO THE APPLICANTS FOR CERTIFICATES, AT THE QUARTERLY MEETING OF THE BOARD OF SCHOOL EXAMINERS FOR THE COUNTY OF ASHTABULA, AT JEFFERSON.

A. H. BAILEY,
Z. C. GRAVES,
A. KRUM. *Examiners.*

1. What methods of Notation can you mention?
2. Write the characters used in each method.
3. What is the ratio existing between the characters used in each method when properly written?
4. Write four thousand and twenty-nine in each method.
5. Write the name of the eighth period, pointing by the French method.
6. What rule is the opposite of addition?
7. Having the amount of three numbers, and two of them given, how will you find the other?
8. Having a multiplier and product, how will you find the multiplicand?

9. In performing the preceding process, what name do you give the product?

10. Write the several signs used in Arithmetic, and designate each by name.

Perform the following examples, and give the reasons for each step in each example:

11. Add 64 pounds, 19 shillings, 5 farthings; 2 pounds, 1 shilling, 11 pence.

12. Subtract the last from the first, viz. (64£ 19s. 5qr.—32£ 1s. 11d.

13. Multiply the first by 7.

14. In what currency are the above expressions?

15. What reduction involved in changing the first expression to farthings?

16. Add $\frac{3}{8}$ and $\frac{1}{4}$.

17. What name do you give the figure 8 in the preceding example? Why?

18. Subtract the last fraction from the first in 16th example.

19. Multiply them.

20. Divide the first by the last.

21. Give the decimal expression for each, and divide the last by the first.

22. Add five hundredths to ninety-five thousandths decimally.

23. Give the reasons in full for the method of obtaining the simple interest of \$3.33 for 3 years, 3 months and 6 days at 7 per cent.

24. If I have the first second and fourth terms of a proportion, how shall I obtain the third?

25. If the second term of a proportion be 9, the third 14, and the fourth 6 and $\frac{1}{6}$, what is the first?

26. What is the difference between the interest of \$775.50 due in 4 years at 5 per cent, and the discount on the same for the same time?

27. Explain the method of extracting the square root of 1521 and give the reasons for each step.

28. Explain your method of finding the cube root of 454756609.

29. In Arithmetical Progression, of what is the last term of an ascending series composed?

30. How do the terms vary in Geometrical Progression?

With what author's work are you most familiar?

Do you classify your whole school in this branch?

How often do you require each class to recite?

Do you impart instruction in Mental Arithmetic to all your pupils?

Do you impart instruction in Book-Keeping to the older pupils?

GRAMMAR.

1. Write the name of each part of speech in order, commencing with the first, in the following sentence, viz.:—Intellectual and physical education without moral culture combined, will not secure the perpetuity of our institutions.

2. How many sentences in the preceding expression?

3. Write the simple proposition in the expression above.

4. Write all expressions that modify the subject of that proposition.

5. Write all expressions that modify the predicate.

6. Write all expressions that modify the object.

7. In what mode is the verb in the expression above?

8. Write all the parts of speech that may modify nouns.

9. Write all the parts of speech that may modify verbs.

10. Write each part of speech that may be the antecedent term of a preposition.

11. Write the name of each mode.

12. Write sentences applying all the modes, and in each designate the mode of the verb.

13. Write the passive form of the verb to teach, in the first person, singular number, in each tense of the subjunctive mood.

14. Write the form of the verb go, in the active voice, second person, singular number, of the perfect tense of each mode.

With which author's work are you most acquainted?

Which mode of analysis do you follow—parsing each word consecutively, or the analysis of simple propositions, and the adjuncts of each part of the same?

CIVIL POLITY.

1. When was the Constitution of the United States adopted?

2. Of what does the Legislative department consist?

3. What qualifications must the members of each branch of congress possess?—how elected—for what time—by whom elected?—mention their duties.

4. Of what does the Executive consist?—duties and powers?—for what time elected?—in what way?

5. Of what does the Judicial department consist?—how formed?—duties?—how long does each serve?

6. Of what branches does the State Legislature consist.

7. How are members of each elected?—for what time?—duties?

8. Who fills the Executive department?—for what time elected?—duties?

9. From what classes of persons is the right of suffrage excluded in the United States?

GEOGRAPHY.

1. What is Latitude? How many degrees may there be? Why not more?

2. What is Longitude? How many degrees may we reckon? Why not more.

3. Are degrees of Longitude of equal length? On what does the length of a degree of Longitude depend?

4. How does climate vary with Latitude.

5. Between what Latitudes are the Tropical climates? Name some of the animals and other productions of the Tropical climates?

6. What circles limit the Temperate Zones?

7. Name the six grand divisions of the earth, in the order of their size.

Name the largest river and the grandest range of mountains in the fourth grand division?

9. Name the most important kingdom in Europe. Its Capital. Form of Government.

10. In what direction is France from New England? Which has the milder climate? Why?

11. Name the general political divisions of North America. In which division do you live? Its boundaries? Capital? Form of government?

12. Name the productions of your own state. Its Capital. Chief town. Rivers. How is it bounded?

NATURAL PHILOSOPHY.

1. Define Natural Philosophy.

2. Define the terms *matter* and *body*; *particle* and *atom*.

3. What are essential properties of all bodies?

4. What are the peculiar?

5. Define attraction and state the different kinds.

6. State the law by which gravity varies in its force above the surface of the earth.

7. What is the *unit of distance*, when we speak of universal gravity?

8. How do you find the relative momenta of two or more bodies?

8. Why is the pendulum a good standard of lunar measure, and upon what principle is it employed to ascertain the shape of the earth and to regulate clocks?

10. State the relation between the weight and power in each of the mechanical powers.

11. How do you find the relative momenta of two or more bodies in motion?

12. What force will a power of 100 lbs. exert upon a weight, if it is applied to the end of a lever 10 feet long which moves a screw whose threads are $\frac{1}{4}$ of an inch apart?

CHEMISTRY.

1. Define the science and state the object of Chemistry.

2. What are the imponderable agents, and why so called?

3. What is the number of simple substances?

4. Name the non-metallic.

5. What is the most important property of sensible caloric?

6. Explain the process of the formation of dew.

7. State the effects of insensible caloric.

8. State the effects of free caloric.

9. Give the uses of the Conductometer, Pyrometer, Thermometer, Hygrometer, Photometer, Electrometer, Galvanometer, and the principles on which they are constructed.

10. Give the laws of Chemical Affinity.

11. What is the composition of water and air?

HISTORY.

1. What is history? Its use?
2. Name four of the most important Monarchs described in Ancient History.

3. What was the state of knowledge in Europe from the 5th to the 15th century? What is this period generally called by Historians?

4. Name some of the most important discoveries, inventions, reformations, and improvements that distinguish the early period of Modern History.

5. What nations took the lead in making voyages of discovery?

6. In what year was America discovered, and by whom?

7. When and at what place was the first permanent English settlement in America commenced?

8. In what year was the settlement of New England commenced? By whom? Why were they so called?

9. When did the American colonies declare their political independence?

10. What war followed? How long did it continue? Who commanded the American armies?

11. When was the Constitution of the United States adopted? Who was elected first President of the United States?

12. Where was the first settlement in Ohio commenced? How long ago? When was Ohio admitted into the Union as a State?

POWER OF IMAGINATION.—An honest New England farmer started on a very cold day in winter, with his sled and oxen, for the forest, half a mile from home, for the purpose of chopping some wood. Having felled a tree, he drove the team alongside and commenced chopping it up. By an unlucky hit he brought the whole bit of the ax across his foot, with a sidelong stroke. The immense gash so alarmed him as to deprive him of all strength. He felt the warm blood filling his shoe. With great difficulty he succeeded in rolling himself on to the sled, and started the oxen for home. As he reached the door, he called eagerly for help. His terrified wife and daughter, with much effort, lifted him into the house, as he was wholly unable to help himself, saying his foot was nearly severed from his leg. He was carefully laid on the bed, groaning all the while very bitterly. His wife hastily prepared dressings, and removed the shoe and sock, expecting to see a desperate wound, when, lo! the skin was not even broken. Before going out in the morning he wrapped his feet in red flannel to protect them from the cold; the gash laid this open to view, and he thought it flesh and blood. His reason not correcting the mistake, all the pain and loss of power which attend a real wound followed. Man often suffers more from imaginary evils than from real ones.

Drawing in New York Schools

Each Spring and Autumn the Public Schools in this city have an exhibition of specimens and drawing, mapping, and writing. Pupils from each of the schools assemble at one place, bringing with them their drawings, etc.

These are placed about the room, on desks, and against the walls, that visitors and the pupils of the different schools may pass around and examine them.

A few days since we had the pleasure of attending one of these exhibitions, and were much pleased with the display of beautiful specimens of mapping, drawing, and writing. Many of the specimens of penmanship would have done great credit to much older pupils. Beside the specimens from the public schools of New York, one table was covered with drawings and maps from other schools in other places.

On this table were drawings from schools in Washington, D. C., Virginia, Iowa, and from schools in the counties of Westchester, Albany, and Wyoming, in the State of New York. Also specimens of penmanship from a school in the city of Buffalo, N. Y.—*Student.*

BEAT THIS IF YOU CAN.—We saw by the register of the Medford High School, the other day, that during a term of four months, with 90 scholars, there were but 61 tardinesses in all!—and there were more than 60 scholars not tardy once during that long, winter, snow-drifting term. What will astonish some of the *slack* ones most, is the fact that no scholar is required by the teacher to bring an *excuse* for being tardy. The common practice is not in operation,—the common rule not in force. This state of things was not brought about by the use of that rule. The teacher went to work with those scholars, and convinced them of the evils of being tardy, and made it *disreputable* for a scholar to be behind time. That is the feeling now. No scholar can come in late without a blush on his cheek, and his footfalls ringing in his ears so that he hardly knows the way to his seat. “Shame and confusion of face” once felt by scholars for being tardy in any school, and there is no need of asking excuses from parents.

Henry Clay said, “In all the affairs of human life, social as well as political, he had remarked that courtesies of a small and trivial character, are the ones which strike deepest to the grateful and appreciating heart. It is the picayune compliments which are most appreciated; far more are they appreciated than the double-eagle ones which we sometimes yield.”

Washington Irving.—“The dullest observer must be sensible of the order and serenity prevalent in those households, where the occasional exercise of a beautiful form of worship in the morning gives, as it were, the keynote to every temper for the day, attunes every spirit to harmony.”

Mathematical Department.

Solutions.

QUESTION 1, BY G. W. DICKINSON.—The diameter of the base of a conical ingot of gold is 4 inches, and altitude 9 inches. Supposing there is no loss in manufacturing, what length of wire, one hundredth part of an inch (.01 inches) in diameter, may be drawn from it.

SOLUTION.—The solidity of the cone is easily found to be 37.6992 solid inches, and the transverse section of the wire, whose diameter is .01 inches, is .00007854. By dividing the solidity of the cone by the transverse section of the wire, the quotient is 480000 inches, the length required.

QUESTION 2, BY C. IHMSEN.—What three quantities are those which multiplied two and two, and each product divided by the third quantity, their number gives the quotients *a*, *b*, and *c*.

SOLUTION.—Let *x*, *y*, and *z*, represent the quantities,

$$\text{Then } \frac{xy}{z} = a. \quad (1)$$

$$\frac{xz}{y} = b \quad (2)$$

$$\frac{yz}{x} = c \quad (3)$$

By multiplying the three equations together, we have

$$xyz = abc,$$

Dividing this by the 1st, 2nd, and 3d equations respectively, we obtain

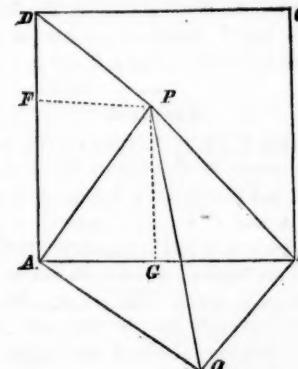
$$z^2 = bc, \text{ or } z = \sqrt{bc}.$$

$$y^2 = ac, \text{ or } y = \sqrt{ac}.$$

$$x^2 = ab, \text{ or } x = \sqrt{ab}.$$

QUESTION 3, BY A. FRESHMAN.—I have a square field, within which is a stake that is distant 116, 156, and 166 yards from three of the corners taken in succession. Required the area of the field.

SOLUTION by the proposer. **CONSTRUCTION.**—Draw a right angled isosceles triangle *OAP*, making *OA* and *AP* each equal to (156) the middle distance. With *O* and *P* as centers and radii equal to the other two distances (116 and 166), describe arcs intersecting each other at *B*; join *AB*, and on it describe the square *ABCD* which will represent the square field.



DEMONSTRATION.—Join *PD*, then, by construction, *PA* and *PB* are equal to two of the given

distances. It only remains to prove that PD is equal to OB , the other distance. By construction, the angles OAP and BAD are equal to each other; each being a right angle; take away the common angle BAP , the angle PAD is equal to OAB : therefore the two triangles OAB and PAD , have two sides, and the included angle in each, equal, hence PD is equal to OB , and PD , PA , and PB represent the three given distances.

CALCULATION.—Join PO , then $PO = \sqrt{PA^2 + AO^2} = 220.617$ yards. In the triangle PBO , the three sides are given to find the angle $BPO = 31^\circ 1' 5''$; to this add the angle $APB = 45^\circ$, and their sum, $76^\circ 1' 5''$ is the angle APB .

In the triangle APB , we have the two sides AP , PB and the included angle APB , to find the side $AB = 198.439$ yards. Squaring this, we find the area is 39378.036 square yards = 8.136 acres.

SECOND SOLUTION, BY JOEL E. HENDRICKS.—Let $ABCD$ (see the preceding diagram) represent the required square, and P the situation of the stake.

Let $DP = 116$ yards = a , $AP = 156$ yds. = b .

$BP = 166$ " = c , and $AB = x$, then will x^2 = the required area.

Also let $b^2 - a^2 = 10880 = m$, and $c^2 - b^2 = 3220 = n$.

Then if PF and PG be respectively perpendicular to AB and BC , we have (Euc. Book 2, Prop. 13).

$$DF = \frac{x^2 - (b^2 - a^2)}{2x} = \frac{x^2 - m}{2x}$$

$$\text{and } AG = \frac{x^2 - (c^2 - b^2)}{2x} = \frac{x^2 - n}{2x}$$

But $AG = PF$. Hence,

$$(\text{Euc. 1.47.}) \left(\frac{x^2 - m}{2x} \right)^2 + \left(\frac{x^2 - n}{2x} \right)^2 = a^2.$$

Whence, by reduction,

$$x^4 - (m + n + 2a^2)x^2 = -\frac{1}{2}(m^2 + n^2).$$

And by substitution,

$$x^4 - 41012x^2 = -64371400.$$

Whence, by completing the square and extracting the square root, we get $x^2 = 39377.2648$ + square yards, the area required.

ACKNOWLEDGMENTS.—G. W. Dickinson solved question 1. C. Ihmsen, 2. A. Freshman, D. Jamieson, Joel E. Hendricks, and R. W. McFarland, each solved questions 1, 2, and 3.

Questions.

QUESTION 1, BY D. JAMIESON.—To complete a certain work, A requires m times as long a time as B and C together; B requires n times as long as A and C together; and C requires p times as long as A and B together. It is required to find the times in which each can do it.

QUESTION 2, BY A. FRESHMAN.—The three angles of a triangle are 50° , 60° , and 70° , and the area 12 acres; required the length of the sides.

We have a number of questions on hand inten-

ded for insertion in this paper. Some of them are appropriate and others are not. Those deemed suitable will appear in due time. Persons proposing questions, when they can do it, should always accompany them with solutions. When this is not done, however, it is generally taken for granted that the proposer cannot solve them.

ANECDOTE.—Rutherford used to tell an anecdote of a boy about thirteen years of age, who lived somewhere in the State of Vermont, and went to school to a sharp-chinned, unmarried woman. Charley, for that was his name, was a great booby; and although he belonged to a class, the oldest member of which, save himself, was not six, yet he always stood at the foot. One day the amiable mistress, as was her custom, began to ask questions to the members of the class commencing at the head.

"Nelly, did you ever see an elephant?"

"I saw an elephant's skin," replied Charley, in a tone of indifference.

"Charley, wait till your turn comes," said the mistress. "Nelly, did you ever see an elephant?"

"I saw an elephant's skin," repeated Charley in the same tone.

"Charley," shouted the incensed woman, "didn't I tell you to wait till your turn comes? Now it won't be best for you if you open your mouth again. Nelly, did you ever see an elephant?"

"I saw an elephant's skin," again repeated Charley in the same tone.

"Where did you see an elephant's skin?" cried the mistress sharply.

"On 'im."

Fact in History.

A poor country girl traveled from Gee Cross, near Manchester, to London during the troubles in the time of Charles the first, to seek a place as servant. Failing in this object of her ambition, she engaged herself at what was called tubwoman to a brewer. That is, she carried out the beer from the brewhouse. Pleased with her healthy, handsome face, the brewer raised her to the position of his servant—then from that to his wife—finally to that of a widow, with a handsome dowry. She engaged Mr. Hide, then celebrated as a clever lawyer, to settle some puzzling money matters for her, and, as his own money matters happened to be not only puzzling, but in a hopeless state just then, he proposed to the rich widow and married her. Mr. H. became Lord Chancellor, and Earl of Clarendon.

The only daughter of the marriage became the wife of James II, and the mother of the Princesses Mary and Ann; so that the poor tubwoman ended her life as Countess of Clarendon, wife to the Lord Chancellor of England, and mother to one, and grandmother to two queens of England.

ABSTRACT OF THE METEOROLOGICAL REGISTER,

KEPT AT
Woodward College, Cincinnati,
Lat. 39 deg. 6 minutes N.; Long. 84 deg. 27 minutes W.
150 feet above Low Water Mark in the Ohio.

BY JOSEPH RAY, M. D.

December, 1849.

Day of M.	Fahrheit. Therm'ter. Baron	Wind.						
Min. Max.	Mean Temp.	A. M.	P. M.	Force	Weather.	Clearness of Sky.	Rain.	
1	38 47 41.0	29.169	n	n	2	var'ble	1	.09
2	32 36 35.2	.008	do	n e	1	cloudy	0	.21
3	35 40 38.2	.221	n e	n w	1	do	0	
4	35 43 38.7	.320	west	s w	1	do	0	
5	36 46 39.5	.231	do	west	2	fair	6	
6	31 43 34.3	.321	do	do	2	do	7	
7	23 36 30.5	.582	n e	n e	1	var'ble	3	
8	32 38 37.0	.204	do	do	1	cloudy	0	.98
9	35 42 38.2	.249	west	west	3	var'ble	1	
10	16 31 21.3	.360	n w	n w	2	cloudy	6	.69
11	11 25 15.3	.893	do	do	1	fair	9	
12	7 28 21.0	.940	do	n e	1	do	7	
13	23 36 31.8	.384	east	east	1	cloudy	0	.48
14	32 37 33.7	.331	do	do	1	do	0	.75
15	32 40 39.8	.238	do	s e	1	do	0	
16	41 60 47.2	.041	s	s w	3	var'ble	1	
17	24 33 27.3	.634	n w	n w	2	fair	6	
18	20 41 36.0	.560	n e	n e	1	do	6	
19	40 55 51.5	.223	s w	s w	1	var'ble	0	1.00
20	34 55 43.8	28.996	west	west	3	do	4	
21	32 40 35.8	.29.270	n e	n e	1	cloudy	0	.35
22	25 33 28.8	.115	n w	n w	3	do	0	
23	24 36 33.2	.28.767	do	n e	2	do	0	.92
24	24 33 25.2	.29.173	do	n w	3	var'ble	1	
25	8 18 14.5	.557	do	do	2	fair	9	
26	19 34 28.0	.924	n e	n e	1	cloudy	0	
27	21 40 31.0	.543	n w	n w	1	fair	0	
28	33 37 34.8	.471	east	east	1	cloudy	0	.37
29	18 36 25.5	.380	n w	n w	2	var'ble	1	
30	11 15 11.2	.533	n	n	1	cloudy	0	.48
31	2 16 10.2	.711	do	do	1	clear	10	

EXPLANATION.—The 1st column contains the day of the month; the 2d the minimum or least height of the thermometer, during the twenty-four hours beginning with the dawn of each day; the 3d the maximum, or greatest height during the same period; the 4th the mean or average temperature of the day, reckoning from sunrise to sunrise; the 5th the mean height of the barometer, corrected for capillarity, and reduced to the temperature of freezing water. In estimating the force of the wind, 0 denotes calm, 1 a gentle breeze, 2 a strong breeze, 3 a light wind, 4 a strong wind, and 5 a storm. In estimating the clearness of the sky, 10 denotes entire clearness, or that which is nearly so, and the other figures, from 0 to 10, the corresponding proportions of clearness. The other columns need no explanation.

SUMMARY—	
Least height of Thermometer,	2 deg.
Greatest height of do	60
Monthly range of do	59
Least daily variation of do	4
Greatest daily variation of do	21
Mean temperature of month,	31.6
do do at sunrise,	23.1
do do at 2 P. M.	36.7
Coldest day, December 31.	
Mean temperature of coldest day,	10.2
Warmest day, December 16.	
Mean temp. of warmest day,	47.2
Minimum height of Barometer,	28.686 inches
Maximum do do	30.041 do
Range of do do	1.335 do
Mean height of do	29.343 do
No. of days of rain and snow, 18.	
Perpendicular depth of rain and melted snow, 5.32 in.	
Perpendicular depth of unmelted snow, 18 in.	
WEATHER.—	Clear and fair, 9 days; variable eight days—cloudy, 14 days.
WIND.—	N. 34 days; N. E. 6½ days; E. 4 days; S. E. 1 day; S. 4 days; S. W. 2 days; W. 4½ days; N. W. 9½ days.
MEMORANDA.—	1st, 2d, and 3d, damp, cloudy, and drizzly days; 4th, cloudy and gloomy; 5th and 6th, fair; 7th, began to snow 8 P. M.; 8th, at daylight sleet, and snow 2 inches deep, day wet and drizzly; 9th, variable and very wintry; 10th, snowed from 7 A. M. until 5 P. M., snow 9½ inches deep; 11th, fair and cold, with barometer unusually high; 12th, fair, with heavy hoar frost; began to snow latter part of night,

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January 5, 1849.

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(Signed)

P. CARTER.

February 24, 1849.

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October 16, 1848.

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(Signed)

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